DOCUMENT RESUME

ED 169 483 CS 004 739

AUTHOR	Owoc, Paul, Ed.
TITLE	Organizing for Instruction.
INSTITUTION	Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Mar 79
CONTRACT	300-78-0474
NOTE	9p.
JOURNAL CIT	Reporting on Reading; v5 n2 Entire Issue Mar 1979
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Class Organization; Elementary Secondary Education; *Grouping Procedures; Individualized Instruction; *Management Systems; *Reading Improvement; *Reading Instruction; Reading Programs; Reading Skills; *Teaching Methods
IDENTIFIERS	Right to Read

ABSTRACT

Focusing on class organization, this publication reports on ideas that might improve reading skills by providing better opportunities for all children. The various articles deal with the use of reading consultants in classrooms as an alternative to "pull-out" reading programs, flexible grouping for individualized instruction, and reading management systems. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169483

REPORTING ON READING

MAR. 1979
VOL. 5, NO. 2

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RIGHT TO READ

THIS ISSUE:

ORGANIZING FOR INSTRUCTION

BRIEFLY...

"TO FIND ONE PLAN of class organization that can be executed effectively by all teachers with all children is as difficult as finding a word to rhyme with *orange*," wrote Emmett A. Betts, research professor at the University of Miami, more than twenty years ago.

While that one right plan may be a will o'-the-wisp, reading teachers and school administrators continue to try different organizational ideas, seeking to improve reading skills by providing better opportunities for all children. This issue of *Reporting on Reading* looks at a number of these organizational ideas.

GUEST FEATURE:

BEYOND THE REDBIRDS, BLUEBIRDS, AND YELLOWBIRDS

Diane Lapp

Diane Lapp, guest contributor to this issue, is visiting professor at San Diego State University and an associate professor in the Reading and Language Education Department at Boston University. As chairperson of the Classroom Management and Evaluation Committee of the International Reading Association, she is editor of the soon to be published *Classroom Organization Practices, Procedures, and Possibilities.*

AN ALTERNATIVE TO PULL-OUT

"Be sure you have everything you need. It's time to go to the reading room." Every day, similar sentences are heard in schools across the country when teachers ask certain students to leave their regular classrooms for remedial instruction in reading.

For different reasons, many school people are looking for an alternative to "pull-out" reading programs. The question being asked is: "Can students who have serious reading problems be helped without having to leave their regular classrooms?"

One solution that seems to offer some promise is to change job responsibilities of teachers who have been teaching remedial reading. Instead of being the "remedial-reading teacher," responsible for teaching

(continued on page 6)

"What does it mean to be a bluebird?" first-grade Shannon was overheard asking her brother Eric, who was a fourth-grade redbird. "It means," he hesitated in thought, "being able to read pretty well, but not really very well." He thought further and then replied, "It means you're a little bit smart, but not real smart."

Questions similar to these have been asked and answered by children throughout America since the early colonial days of instruction when grouping practices were first initiated as a means of individualizing instruction. To try to provide children with individualized instruction, colonial-day teachers divided children into three groups: (1) those who lacked any knowledge of the alphabet,

(continued on page 4)

CS004137

MANAGING A MANAGEMENT SYSTEM

Sunday supplements get to be fairly predictable after a while. Once a year, usually as close as possible to April 15th, game features titled something like "Gobbledygook" will appear.

A staple of these features is three columns of words. The words in columns one and two are always adjectives; column three has only nouns. All the words are modern-sounding. Each has a scientific ring.

To play the game, the reader is invited to make a phrase by randomly picking one word from each column. Regardless of the pick, the result is a convincing-sounding-but supposedly meaningless-phrase.

A phrase like "reading management system" might well qualify as an example of the kind of nonsensical word string that such games produce-that is, except for one thing: reading management systems do exist. In classrooms all over the country, teachers are using management techniques to try to improve instruction in reading.

Distinctive Features

What is a reading management system? How can you recognize one when you see one? Dennis Petrell, principal of J.M. Ullom Elementary School in Las Vegas, a school that has used a reading management system for a number of years, likens it to a framework: "It's a framework, a way of organizing reading instruction, that helps teachers do what they've always wanted to do-meet the needs of individual students. A management system provides teachers with a framework within which reading instruction can occur. Keep in mind, though, that by itself a system doesn't teach a thing."

Most reading management systems have similar features. First, there is the set of reading skills that students are expected to learn. Some systems may have 90 skills, other 900. Whatever the number, accompanying each of them is a set of test items meant to measure the skills. Skills not yet learned by a student are then taught.

To help a teacher decide which materials can be used to teach which skills, most management systems also include a "resource file." This file lists specific materials-pages in the basal reader, a reading game or kit, a workbook sheet-that can be used to teach a skill.

Finally, to tie the system together, there is some formal way of keeping track of the skills students have learned and those they have yet to learn.

To assist teachers and administrators who may be considering organizing reading instruction around some kind of reading management system, *Reporting on Reading* staff talked with a number of school people who have successfully used reading management techniques for a number of years. We asked them what experience and research had taught them about how to start a management system and then keep it running smoothly.

Be Realistic

"Don't expect too much too soon." Shopworn as that piece of advice seems, many teachers who are using a management system to organize their own reading instruction feel it is important to caution others against expecting any management system to produce instant change. "The allure of any reading management system is what it *seems* to offer a teacher," explains Carma Hales, developer of the Utah System Approach to Individualized Learning (U-SAIL)* in Salt Lake City. "For the minor inconvenience of a little additional paperwork, what teachers expect to get in return is something they've always wanted-an appropriate task for every learner every time."

Enticing as that view is, it is not realistic according to Dr. Hales. "In the real world of classroom practice, there are always tradeoffs between what would be in the best of all possible worlds and what it is possible to achieve," she said. "Every student will not always be working on just that reading skill he or she needs; you may not be able to find the right workbook page or reading game when you need it; or you may feel you simply can't manage another reading group. You can bet things like this will continue to happen. No reading management system is going to make

Reporting on Reading is a publication of the National Right to Read Effort. It is designed to present information on innovative and developmental reading projects and activities to teachers, administrators, and others who work with preschool, elementary, secondary, and adult populations.

Reporting on Reading is published six times a year by CEMREL, Inc., pursuant to Contract No. 300-78-0474 with the U.S. Office of Education, Department of Health, Education, and Welfare. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred. Mention of products or publications does not necessarily imply approval or endorsement by the U.S. Office of Education.

The contents of this publication may be reproduced. No permission is required. Single copies are available at no charge. Multiple copies may be purchased in units of 50 or 100 copies; $4.00 for 50 copies or $7.50 for 100 copies (postpaid).

Inquiries or requests for additional information may be sent to Paul Owoc, editor, *Reporting on Reading*, CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139.

Giving students some responsibility for record keeping allows them to continually monitor their own progress. (Courtesy of U-SAIL Project, Salt Lake City)

them disappear entirely. What a good management system will do, though, is allow you to provide the *most nearly* appropriate task for each learner *most* of the time."

Knocking Out the "Yes, Buts"

Three to five years may be necessary before a reading management system can be given a fair trial, many school people believe. "Teachers have to have time to get comfortable with a system before they can really begin to use it most effectively," says Betty Child, project manager of a reading management system called ORBIT (Organized Reading Becomes Individuali. ed Teaching).

Inservice meetings that explain how a system is designed to be used are necessary to get a management system started, but no matter how thorough the presentations are, questions will remain. "We try to answer every 'yes, but. . . ' kind of question we can think of, but I know some teachers go away with serious reservations about how practical and useable ORBIT will be in their classrooms," Mrs. Child says. "For the system to work well, teachers have to knock out their own 'yes, buts.' And that takes time."

How Many Skills Make a System?

How many skills does it take to make a reading management system effective? No one knows. However, each skill included in a reading management system must be there for a reason–the skill has to contribute in some way to making a student a better reader. If it doesn't, it probably isn't needed. "When you plan a reading management system, there is a strong tendency to get too refined," says Douglas Barnard, director of reading and language arts for the Mesa (Arizona) Unified School District. After starting out seven years ago with a reading management system that had over 50 separate skills per grade, their system now has about 15 skills per grade. According to Dr. Barnard, "We found that a lot of skills we had originally included didn't seem to make a great deal of difference. Students who hadn't mastered them were still turning out to be very good readers."

An added benefit of a system with fewer skills is that the teachers' record-keeping chores are lessened. "The more skills you have, the more teachers have to do and keep track of," Dr. Barnard says. "And then the more legitimate it becomes for a teacher to opt out or cop out of the system."

Resource Files

Once the number and kinds of reading skills students will be expected to learn are decided upon, appropriate materials must be found to teach them. A listing of materials keyed to specific skills–a resource file–must be developed before a reading management system will work. "A good resource file is vitally important to the success of any reading management system," according to Betty Child. "A teacher has to have confidence that the materials listed in the file are quickly and easily available and that they will help a student learn a particular, discrete skill."

Many reading supervisors have found that developing a good resource file does not necessarily mean spending a great deal of money for special reading materials. In fact, before buying anything, many school people suggest taking an inventory of what already is available. Explaining how the resource file used in Project A Chance For Every Child* was developed, program director Kathryne Sowinski noted, "When we started out, we went through every cupboard in the building and got out anything that even remotely had anything to do with reading. We located every Dolch flashcard, every bingo game, and all those games with spinners. Then, when we saw what was available in a school, we categorized everything by the skills being stressed. What happened was that once the cupboards were open, teachers began to share, and we found we could get by with buying far fewer things."

In other programs, resource files are expanded continually as teachers themselves develop new materials to teach certain skills and then share those materials with others at inservice meetings.

(continued on page 6)

BEYOND (continued from page 1)

syllabication, and basic sight words; (2) those who, while somewhat more proficient in language, spelling, and reading, were still unable to master Bible reading, and (3) those proficient enough in reading to master the Bible text. While this method of grouping seems reasonable, instruction often occurred as if there were three students instead of three groups of several students.

While the reasons for grouping may have changed, the types of groups have remained the same. Since those early days the strengths and misuses of grouping practices have also remained very constant. The most common misuse of grouping is the one illustrated in Shannon and Eric's conversation: the redbirds, bluebirds, and yellowbirds in reality are often viewed by the teacher and students as the *stars*, the *average O.K.'s*, and the *buzzards*. Each group consists of eight to ten children who are taught as if they had exactly the same abilities and needs. The composition of these groups is often so inflexible that if a child begins first grade as a buzzard, he or she may complete the primary grades in the same group.

Tampering With Tradition

While we may all recognize that there have been misuses of grouping practices, we can also cite many classrooms in which effective grouping practices have provided classroom teachers with just the tool they needed to individualize their teaching.

Effective grouping occurs when group composition is flexible and continuously determined by the changing needs of the students. In addition to our personal experiences, a plethora of literature exists that encourages classroom teachers to evaluate their classroom organization practices so that they can begin to use flexible, effective grouping techniques.

Many of us who have tried to use flexible grouping have met with various stumbling blocks, for example, lack of time, lack of materials, lack of aides, or unsympathetic administrators. However, if we look carefully at these stumbling blocks we may find that the major problem was our own lack of information: We wanted to have individualized instruction but we were not sure how to keep it running smoothly. It is surely difficult to manage a learning environment that will advance the growth of many students with diverse abilities and needs. To accomplish this you may begin by asking yourself, "Is my classroom effectively organized for reading instruction? Are my students working in groups that will further their growth as individuals?"

Factors That May Lead to Positive Answers

A review of the following points may aid you in answering these questions and in better organizing your reading curriculum.

Become aware of how outside influences can affect your teaching: What or who affects the daily happenings of your classroom? Are there ways you can work with time schedules or curriculum requirements over which you have little control? Are there ways you can find the teaching materials you need, even if the budget is tight? Are you making good use of the special services available to you? Can your principal or the administrator in your district assist you in some way to do a better job? Can parents or other faculty members be of more help to you?

A review of these and other questions may increase your awareness of what the "givens" in your school setting are and who the people you may be able to call on for help are.

Become aware of yourself and your own reading program: After determining how outside influences affect the operations in your classroom, you may gain further insights by considering the following questions: What type of curriculum can I manage effectively? How many groups can I manage effectively? What themes are of interest to my students? Will I be able to integrate reading, writing, and spelling skills into these themes? Which content-area skills can be integrated and taught through a thematic approach?

Remember, you are the planner and manager of this curriculum; it must be one that you feel comfortable with. Be careful not to plan an elaborate thematic program with multiple groups–only to find that it is unmanageable. Start slowly and on a small scale.

Decide what you want to do: Begin by specifying the themes you plan to use to teach content-area skills, for example, from a TV series or a movie like *Star Wars*. Then decide curricular objectives that may be accomplished by using these themes. The *Star Wars* theme can be used, for example, to teach how geographical and cosmic boundaries can be explored, how life forms develop, or how and why words develop and change.

Almost any theme can be used to teach the basic skills of listening, speaking, reading, writing, mathematics, and subjects like geography, history, astronomy, sociology, and anthropology. The key to success is in integrating the basic skills with themes that have meaning for students.

Find out where your students are now: What are the strengths and needs of each of your students in the language arts and content areas? Once you have determined this, it is possible to begin to develop flexible groups which can work together on themes of interest to them. Both standardized tests and informal measures can be of help to you in making this initial assessment.

Decide specifically what you want your groups to accomplish: After assessing your students, you will be able to determine initial groups of students with similar strengths and needs. Then you are ready to write a behavioral objective for each group. Using the *Star Wars* theme, a behavioral objective for a group of students having difficulty with the mechanical aspects of writing might be: After discussing and listing the various forms of life described and shown in a *Star Wars* magazine, the

"What are the strengths and needs of each of your students in the language arts and content areas? Once you have determined this, it is possible to develop flexible groups that work together on themes of interest to them." (Photo courtesy of Parkway School District, Chesterfield, Missouri)

students will write a two- or three-paragraph composition, using correct punctuation, which describes why mechanical beings must be programmed by humans.

You may wish to form groups based on student interest rather than ability. That is a perfectly reasonable decision. You are the classroom manager, and groups should be designed according to your philosophy. But remember that groups will be redesigned once the behavioral objective has been accomplished. The redesigning of groups after successful completion of a task is the essence of a flexible grouping policy.

Reevaluate your own role: As you determine group composition, needs, and objectives, it is important to remember that as classroom manager you are not able to "teach" all groups at one time. As the classroom manager you will need to plan various methods of group instruction, remembering to rely on available resource materials. For example, to stay with the example of the objective based on *Star Wars*, you would need to set an agenda that describes the group's tasks and to supply students with materials such as a *Star Wars* magazine, an encyclopedia, paper, and pencils. While the students in this group are completing their task, you may be working directly with another group of students or observing the activities of yet another group.

Cautions

- Be careful not to discount everything I've written as too idealistic to work in your classroom. This is a general outline designed to enable you to individualize your curriculum through effective, flexible grouping practices. The program specifics must come from you, the program manager.
- Don't forget that students are children. Their interests should certainly be integrated within the curriculum; however, be sure that the decisions you expect learners to make are commensurate with their ability and experience.
- As the teacher/program manager it is important that you design a program that you are able to manage. Begin with one lesson in one content area. You can always expand your program once you have succeeded.
- Build upon the materials you have in your classroom or school. Do not allow a lack of materials to become an excuse for doing nothing.
- Remember, as a teacher/program manager you will be shifting a large portion of your time from teaching to planning. Good luck in your endeavors.

Q Dr. Lapp, as you point out in your article, organizing instruction around three rather stable reading groups is a tradition of long standing in American education. By comparison, the idea of flexible grouping is a Johnny-come-lately, and it's probably a lot more trouble for teachers too. Is there any evidence that flexible grouping is better for the learners?

Diane Lapp: First let me say that there's nothing sacred about the number of reading groups a teacher has. Number isn't the key. Teachers can just as easily teach well (or badly) with four or five groups as they can with three. Too often, I think, we can get sidetracked by playing the numbers game. One of the real values of flexible grouping is that it isn't tied to numbers. Groups form around interests or some particular skill a number of students need to learn. But the number of groups and the particular students in the groups are forever changing. A group forms for some specific, limited objective and, when that objective is accomplished, the group dissolves to be replaced by another. There's an overwhelming amount of evidence that when groups are organized in this way, students do learn.

Q Is grouping–flexible or otherwise–just a way station between no grouping at all and completely individualized instruction?

Lapp: I don't believe that classroom teachers who have lots of things going on in their lives besides teaching school can plan 30 individual lessons in perhaps five different areas of instruction. Some grouping, some matching of children by needs, interests, or skills, has to be done. But attention to individual children need not be sacrificed just because you do group. I think you can have individualized instruction within a group. In a group, you need to remember, you're still working with individuals. The group is just a convenient way to help several individuals at the same time.

MANAGING A MANAGEMENT (continued from page 3)

An Overlooked Potential

Reading management systems produce tremendous amounts of information. Routinely, teachers keep track of pretest and posttest scores for each student on each reading skill taught and learned, but in most cases the potential of this information for improving the reading program in a single building or in the entire district is unrealized.

To make wider use of the information available in their reading management system and to relieve teachers of the need to score tests, the program in Mesa, Arizona uses a computer. Within days after submitting tests for scoring, a teacher will receive a visual profile of each student's progress, showing the skills he or she has learned and those that may require reteaching.

Summary results are also sent to building principals, to the district reading director, and to the associate superintendent. Principals use the results when they meet with teachers to review the progress being made by individual students, and the district reading director uses them to plan inservice meetings that emphasize the specific reading skills that many students throughout the district find difficult to learn."It's not enough to have a reading management program if you don't use it in every way you think of to improve reading," explains Dr. Barnard. "We've found that imporvement comes more reliably and more rapidly when results are reviewed and then used to set goals for further improvement."

Who's Running the Show?

"There's a real danger in using any reading management system," cautions Sue McMullen, a sixth-grade teacher at Meadows Elementary School in Terre Haute, Indiana. "Because many systems are so formalized, the system, rather than the teachers and the children, may end up running the reading program," she says. In describing her approach to using a management system, Mrs. McMullen says, "We weren't interested in a program that had rigid guidelines that had to be followed lock step; we wanted to be able to take a system and adapt it to our children, to our ways of teaching. Whatever system you use, you always have to remember that you don't want to end up teaching children to read, while at the same time killing every bit of enthusiasm they have for wanting to read."

Cultism or Breakthrough?

Not everyone is convinced that reading management systems represent a significant breakthrough in instructional organization. Some opponents argue that reading is a process that does not easily lend itself to being parceled into a collection of skills and subskills. Others feel that management systems can lead to mechanized, assembly-line instruction.

After surveying a number of organizational plans meant to improve reading instruction, Emmett A. Betts once observed that though the road of progress in reading is strewn with ill-conceived, one-shot plans for improving reading instruction through classroom organization, still "each generation seems to breed its own variety of cultism." It is still too early to tell whether the idea of using a management system to improve reading instruction is this generation's variety of cultism or indeed does represent a better way of organizing instruction.□

*This project has been validated by the Joint Dissemination Review Panel (JDRP). Established by the Education Division of the Department of Health, Education, and Welfare, the JDRP meets periodically to review the evidence of effectiveness of a wide variety of educational products and practices developed with federal money.

Further information about this project or about other validated projects is available from the state facilitator(s) in your state. For a complete list of state facilitators, write: ED Materials/Support Center, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103.

AN ALTERNATIVE (continued from page 1)

children with serious reading problems, that teacher becomes the "reading consultant," responsible for working in regular classrooms with classroom teachers.

"It's a different role for the reading person and for the teacher too," explains Kathryne Sowinski, director of Project A Chance For Every Child,* a nationally validated reading program in the Van Dyke Public Schools, Warren, Michigan. "Teachers may not be accustomed to having someone else in the room so often, and consultants may find that working cooperatively with another adult is quite a bit different from teaching a child," Mrs. Sowinski said.

What do reading consultants do? Their function, according to Mrs. Sowinski, is to help teachers crystalize their own thinking by asking good, well-timed questions. Mrs. Sowinski believes that all teachers have lots of information about how to help individual children with their difficulties in reading. However, she feels that teachers are more likely to act on what they know when they have someone around who will listen to them and react to what they are saying.

"It's not that a consultant goes in and tells teachers what to do. It's not that at all," Mrs. Sowinski said. "Their function is to listen to what teachers are saying and to ask good questions at the right time. It's a matter of two people instead of one thinking about the same problem. It's that chemistry that leads to progress in reading for all children without the need for a special pull-out program."

For more information about Project A Chance For Every Child, contact Kathryne Sowinski at Van Dyke Public Schools, 22100 Federal, Warren, Michigan 48089.□

RESOURCES

Strange, but True

"At first glance, the idea seems incredulous-that children of eight, nine, or ten years of age or high school teenagers can be competent teachers of other children... But there is definite evidence that children do learn within this type of format," writes Gilbert R. Gredler, in a chapter titled "Children Helping Children to Learn to Read: Peer Tutoring and Cross-Age Tutoring," which appears in the *Claremont Reading Conference Yearbook* (Number 42). After reviewing the research on peer and cross-age tutoring, Professor Gredler cites several reasons such tutoring works. Principal among them is the welcome relief tutoring provides in the continuing cycle of testing-teaching-testing.

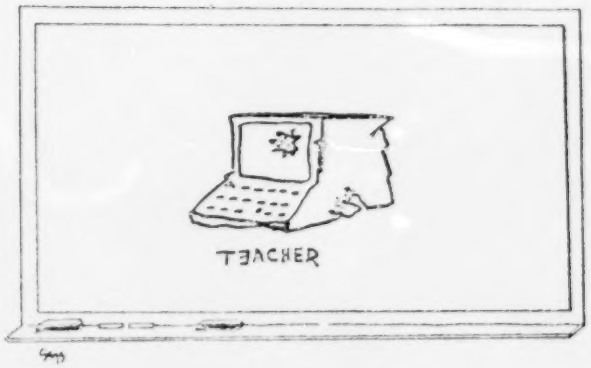
Copies available from the Claremont Reading Conference, Center for Developmental Studies, Claremont Graduate School, Claremont, California 91711; $8.25 (payable in advance).

Odds and Ends

Cover ugly walls with old calendars or work wonders with contact paper; drill holes in workbooks and hang them on long hooks, a la supermarket nut and candy racks; get some plastic milk bottles from the cafeteria, fasten them in a row to a pegboard, and use the line of bottles as a shelf. These are a few of the "helpful hints" contained in *Management Manual: High School Reading Laboratories Funded Reading Program,* written by Leonard Kantrowitz for the use of reading teachers in the New York City Schools. If you plan to set up, work in, or operate a high-school reading center, these hints, as well as checklists, guides, calendars, and forms that are also included, may be of help.

Copies available only in microfiche from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210; $.98; order no. ED 130 224.

Morale Boosters



Looking for things like this to lighten an inservice meeting or to dress up a classroom bulletin board? You might want to try *The Educational Technology Cartoon Book.* The book contains more than 300 of the cartoons that have appeared over the years in *Educational Technology* magazine. The cartoons reproduce well and may be duplicated without permission for instructional, noncommercial purposes.

Copies available from Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632; $9.25 (payable in advance).

Publications or products noted in this section may be obtained by writing the sources. Mention of publications or products does not necessarily imply approval or endorsement by the U.S. Office of Education or by CEMREL, Inc.

ANYBODY ELSE?

Reporting on Reading is available without charge to anyone interested in having more information on reading activities. If you know another administrator, teacher, aide, parent, or volunteer who would like to be on the mailing list for all future issues, please let us know.

This issue of *Reporting on Reading* will be sent as long as supplies last. Duplication of this publication or any article within it is permitted and encouraged.

Return to:

Reporting on Reading
CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139

☐ Add to the mailing list
☐ Send a copy of this issue (#2), if available

Name _____

Title _____

Institution _____

Address _____
Street

_____
City State Zip

TALKING IT OVER

How Can Individual Needs Be Met Within a Group?

I have a problem concerning the organization of my remedial-reading class. I have my program set up with four groups of four children, meeting for 30 minutes. I group children according to grade and reading needs, but even though the groups are as homogeneous as possible, I still don't feel I'm reaching each child. I feel as though I'm meeting the needs of one or two children on Monday, then on Tuesday I'm apt to ignore Monday's children while I concentrate on the needs of the other children.

Individualization would seem the perfect answer, but the kids don't seem to like it. They come from rooms run on individualization and a token economy, so they seem to look forward to being together in a small group.

Does anyone have any ideas I might try? —*Susan Kuehn*, Glenview, Illinois.

A Home-School Partnership

Does anyone have any ideas about how to get parents more involved with school activities in general and in the school reading program in particular? I've done talk shows on radio and TV, made a couple of speeches, and organized a book fair last summer, but I'm always looking for new ideas. —*Mrs. M.S. Epps*, Fort Pierce, Florida.

Your questions, comments, answers, or ideas are welcome. Address letters to: Editor, *Reporting on Reading*, CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139.

ISSUES TO COME

April	Teaching reading to adult nonreaders and out-of-school youth
June	Inservice programs for teachers of reading
August	Teaching reading comprehension
September	Reading instruction for the reading disabled: The diagnostic-prescriptive approach

☆U.S. GOVERNMENT PRINTING OFFICE 1979-666-720